



WALKING THROUGH THE MEMORY WITH IMMERSIVE TECHNOLOGIES

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Collection of Good Practice

CHESNUT FESTIVAL AT SCHOOL	
Content/ Subject areas <i>(taged with modules)</i>	<p>Chestnut festival is a traditional festival deeply rooted in Galician culture. It is celebrated in the first fortnight of November. In this festival chestnuts are roasted in the fire and people gather in social groups: neighbours, friends,...</p> <p>The areas we work on are:</p> <ul style="list-style-type: none"> • Self-knowledge and personal autonomy • Knowledge of the environment • Languages: communication and representation
Target group: age range and size of the group	Pre-school education: 4 and 5 years old
Learning objectives / competences	<ul style="list-style-type: none"> - Identify the chestnut festival as a traditional Galician festival. - Place the chestnut celebration chronologically in the corresponding season of the year. - Recognise the basic vocabulary related to this festival. - Identify foods that we eat at this festival. - Memorise and recite sayings, poems and songs.
Description of overall activity	<p>To celebrate Chestnut festival at school we carried out different activities:</p> <ul style="list-style-type: none"> - Chestnut circuits: we follow a circuit pushing the chestnut with our fingers until we reach the finish line. - Game of spoons and chestnuts: each participant carries a spoon held in their mouth and a chestnut inside the spoon. They have to walk and carry the chestnut to a basket, without dropping it or touching it with their hands (if the chestnut falls, they have to start all over again). - Group dance to a popular song related to the magosto. - Making of containers to carry the chestnuts in. - Tasting of chestnuts
Description of the process and teaching/ learning strategies used <i>(what, how, in which order)</i>	<p>In the weeks leading up to the celebration, teachers taught the children different games and dances.</p> <p>We made a container made from recycled material to carry the chestnuts.</p>
Evaluation/ types of assessment <i>(summative, formative, peer-, self- etc.)</i>	<p>Continuous and formative throughout the development of the different activities.</p> <p>Self-evaluation of the activities: I like/dislike. Why? Is it easy or difficult...</p> <p>On the day of the celebration we evaluate if we liked or disliked the activities and why.</p> <p>Teachers also evaluate the timing (did we have time or not to carry out the activities we had planned...) the location where they were carried out, the participation of the group in them,...</p>

Materials and tools	Depending on the type of game and craft we will need different materials: chestnuts, spoons, empty milk cartons, coloured paper,...
Timing and learning environment	These activities will take place over two fortnights, prior to the celebration of Chestnut festival at school (November). To carry them out we will use the ordinary classroom as well as the psychomotricity classroom and the playgrounds available in the pre-school education building.
Conclusion <i>(Innovation what makes it good practice, further application)</i>	This work at school allows us to take in the elements of the environment, because it cannot and should not be isolated from its context. The environment and popular culture offer a wide variety of didactic-motivational resources with which to enrich our educational work. This annual festival has an undeniable educational value in the school, making it easy to devise a multitude of activities. They constitute an element of animation and motivation and are a fantastic opportunity to interact with the community.
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